

# Intervention Guideline

<b>Program:</b>	Early Reading Intervention (ERI)
<b>Description:</b>	ERI is a reading intervention designed to deliver systematic and explicit reading instruction to at-risk kindergarten and first grade students to improve reading achievement. Letter/sound recognition, phonics skills, and phonemic awareness are areas practiced during daily lessons. Students learn letter names, their sounds, and proper formation of lower case letters. They learn to segment sounds in a word, blend sounds into words, and finally read short phonetic readers. There are four scripted teacher manuals appropriate for reading teachers and/or aides.
<b>Targeted Students:</b>	Targeted students include kindergarten and first grade students at the bottom of their grade level as determined by a screening assessment as DIBELS. Teacher recommendations along with other grade level indicators are used to identify students.
<b>Format:</b>	Students are instructed in a group of no more than 6 children for 30 minutes 4-5 days a week. Lessons include oral participation, written practice, games, and manipulatives. Each lesson is comprised of seven activities delivered in sequential order with high student participation. The focus of the first 15 minutes is segmenting and blending sounds. The focus of the second 15 minutes is spelling and writing.
<b>Assessment/ Progress Monitoring:</b>	ERI assessment materials include a placement test, weekly checklists, four end-of-unit assessments, and an exit test. The placement test identifies which lesson is appropriate for students to begin in the program. Unit tests are used for progress monitoring and the exit test allows teachers to determine if students have achieved the targeted program skills.
<b>Communication of Student Progress:</b>	A copy of the unit test is shared with classroom teachers.